
100 OVERVIEW AND PROGRAM DESCRIPTIONS

OPI RESOURCES

The Office of Public Instruction's Homepage: <http://www.opi.mt.gov>

Office of Public Instruction General Information (406) 444-3095
Toll Free Number 1-888-231-9393
TTY 1300 11th Ave. (406) 444-0234
TTY 1227 11th Ave. (406) 444-0169
PO Box 202501, Helena, MT 59620-2501

State Superintendent Linda McCulloch (406) 444-7362
Deputy State Superintendent Bud Williams (406) 444-5643
Each OPI staff person can be reached via the Internet using the following address convention: first initial plus last name, followed by @mt.gov. For example, lmcculloch@mt.gov.

<u>PROGRAM</u>	<u>ACCOUNTING CONTACT</u>	<u>PROGRAM CONTACT</u>
Adult Basic and Literacy Education (ABLE)	Jurenne Fuchs 444-2560	Becky Bird 444-4443
Audit Resolution		Jim Oberembt 444-1257
Career & Technical Ed (State Vo-Ed)	Jurenne Fuchs 444-2560	Jody Messinger 444-9019
Carl Perkins (Federal Vo-Ed)	Jurenne Fuchs 444-2560	Jody Messinger 444-9019
English Language Civics (ABLE)	Jurenne Fuchs 444-2560	Becky Bird 444-4443
ESEA Title I, Part A, Improving Basic Programs	Pat Dawes 444-3408	BJ Granbery 444-4420
ESEA Title I, Part A, Improvement Grants	Pat Dawes 444-3408	Ron Lukenbill 444-2080
ESEA Title I, Part B, Subpart 1, Reading First	Pat Dawes 444-3408	Debbie Hunsaker 444-0733
ESEA Title I, Part B, Subpart 3, Even Start	Pat Dawes 444-3408	Joan Morris 444-3083
ESEA Title I, Part C, Migrant Education	Pat Dawes 444-3408	Angela Branz-Spall 444-2423
ESEA Title I, Part C, Migrant Incentive Grant	Pat Dawes 444-3408	Angela Branz-Spall 444-2423
ESEA Title I, Part D, Neglected, Delinquent, And At-Risk Youth	Pat Dawes 444-3408	Terry Teichrow 444-2036
ESEA Title I, Part F, Comprehensive School Reform	Pat Dawes 444-3408	Ron Lukenbill 444-2080
ESEA Title I, Part G, Advanced Placement	Jurenne Fuchs 444-2560	Kathleen Mollohan 444-4317
ESEA Title I, Part H, School Dropout Prevention	Pat Dawes 444-3408	Mike Jetty 444-3013
ESEA Title II, Part A, Teacher and Principal Training and Recruiting Fund	Jurenne Fuchs 444-2560	Patricia Johnson 444-2736
ESEA Title II, Part B, Math Science Partnerships	Madilon Beatty 444-4403	Al McMilin 444-4436
ESEA Title II, Part D, Educational Technology	Madilon Beatty 444-4403	Michael Hall 444-4422
ESEA Title III, Part A, English Language Acquisition and Language Enhancement	Pat Dawes 444-3408	Lynn Hinch 444-3482
ESEA Title IV, Part A, Safe and Drug-Free Schools and Communities	Madilon Beatty 444-4403	Cathy Kendall 444-0829
ESEA Title IV, Part B, 21st Century Community Learning Centers	Madilon Beatty 444-4403	Gary Pfister 444-3000
ESEA Title V, Part A, Innovative Programs	Jurenne Fuchs 444-2560	Patricia Johnson 444-2736
ESEA Title V, Part D, Subpart 3, Character Education	Madilon Beatty 444-4403	Peggy Azure 444-0466
ESEA Title VI, Part A, Subpart 2, Transferability	Madilon Beatty 444-4403	Peggy Azure 444-0466
ESEA Title VI, Part B, Subpart 1, Small Rural Schools (SRS)	Madilon Beatty 444-4403	Peggy Azure 444-0466

PROGRAM

ESEA Title VI, Part B, Subpart 2, Rural
Low-Income Schools (RLI)
ESEA Title VIII, Impact Aid
ESEA Title X, Part C. Education of Homeless
Children and Youth
GEAR UP
Gifted and Talented
IDEA Part B, Children With Disabilities
IDEA Preschool
IDEA State Program Improvement
Indian Education for All
Indirect Cost Plans
Learn and Serve Homeland Security
Learn and Serve Montana
Services for Significant Needs Students
(formerly Day Treatment)
Team Nutrition
Trustees' Financial Summary

ACCOUNTING CONTACT

Madilon Beatty 444-4403

Pat Dawes 444-3408

Kelly Hert (OCHE) 444-0321
Jurenne Fuchs 444-2560
Madilon Beatty 444-4403
Madilon Beatty 444-4403
Madilon Beatty 444-4403
Jurenne Fuchs 444-2560

Jurenne Fuchs 444-2560
Pat Dawes 444-3408
Madilon Beatty 444-4403

Sofia Janik 444-2521

PROGRAM CONTACT

Peggy Azure 444-0466

Tal Redpath 444-3024
Terry Teichrow 444-2036

Bruce Meyers 444-7490
Kathleen Mollohan 444-4317
Marilyn Pearson 444-4428
Marilyn Pearson 444-4428
Susan Bailey-Anderson 444-2046
Everall Fox 444-3013
Jim Oberembt 444-1257
Jossell Gauley 444-3538
June Atkins 444-3664
Susan Bailey-Anderson 444-2046

Chris Emerson 444-2502
Jim Oberembt 444-1257

CALENDAR

JULY

- | | |
|---------|---|
| July 1 | State fiscal year begins - (20-1-301, MCA) |
| July 25 | Cash Advance Request form due to the OPI for payments in August |
| July 31 | Last day to liquidate obligations for projects ended June 30 (See August 10 of Calendar for a list of these projects) |

AUGUST

- | | |
|-----------|---|
| August 10 | <p>Fiscal Closeout Reports and Final Program Reports due for projects ended June 30</p> <p>Federal Programs:</p> <ul style="list-style-type: none">Adult Basic and Literacy EducationCarl PerkinsESEA Title IV, Part B, 21st Century Community Learning CentersESEA Title V, Part D, Subpart 3, Character EducationIDEA Part B, Students with Disabilities (Fiscal Closeout Report only.)IDEA PreschoolIDEA State Improvement GrantLearn and Serve Homeland SecurityLearn and Serve Montana <p>State Programs:</p> <ul style="list-style-type: none">Gifted and TalentedIndian Education for AllServices for Significant Needs Students (formerly Day Treatment)State Adult Education <p>Cash advances requested for August are paid</p> |
| In August | <p>Review cash status and amend Cash Advance Request forms as necessary</p> <p>Carl Perkins local application approval letters sent to authorized representatives.</p> |

SEPTEMBER

September 1	Last day to request budget or program modifications for projects due to end September 30
September 10	Cash advances requested for September are paid
Second Monday	Trustees' Financial Summary due to the OPI
September 30	<p>Last day to obligate funds for projects ending September 30 (See November 10 of Calendar for a list of these projects)</p> <p>Last day for approving consolidated applications for ESEA:</p> <ul style="list-style-type: none">Title I, Part A, Improving Basic ProgramsTitle II, Part A, Teacher & Principal Training & Recruiting FundTitle II, Part D, Education TechnologyTitle IV, Part A, Safe and Drug Free Schools and CommunitiesTitle V, Part A, Innovative ProgramsTitle VI, Part B, Subpart 2, Rural Low Income Schools (RLI)
In September	<p>“Withholding of Funds” notice mailed for projects ended June 30, but not closed</p> <p>Review cash status and amend Cash Advance Request forms as necessary</p>

OCTOBER

October 10	Cash advances requested for October are paid
October 15	Reallocated application must be postmarked to the OPI for ESEA Title I (if applying)
October 31	Last day to liquidate obligations for projects ended September 30
In October	<p>Fall Report due to the OPI</p> <p>Review cash status and amend Cash Advance Request forms as necessary</p> <p>Carl Perkins Accountability Core Indicators 2-4 Follow-Up forms are sent to authorized representatives</p>

NOVEMBER

On or before November 1	State Secondary Vocational Education payment (20-7-306, MCA)
November 10	Cash advances requested for November are paid
	Fiscal Closeout Reports and Final Program Reports due for projects ended September 30
	Federal Programs: <ul style="list-style-type: none">ESEA Title I, Part A, Improving Basic ProgramsESEA Title I, Part A, Improvement GrantsESEA Title I, Part B, Subpart 1, Reading FirstESEA Title I, Part B, Subpart 3, Even StartESEA Title I, Part D, Neglected, Delinquent and At-Risk YouthESEA Title I, Part F, Comprehensive School ReformESEA Title I, Part G, Advanced PlacementESEA Title I, Part H, School Dropout PreventionESEA Title II, Part A, Teacher & Principal Training & Recruiting FundESEA Title II, Part B, Math Science PartnershipsESEA Title II, Part D, Educational TechnologyESEA Title III, Part A, English Language Acquisition & Language EnhancementESEA Title IV, Part A, Safe and Drug-Free Schools & Communities (Fiscal Closeout Report only)ESEA Title V, Part A, Innovative ProgramsESEA Title VI, Part B, Subpart 2, Rural Low-Income Schools (RLI) (Fiscal Closeout Report only)ESEA Title X, Part C, Education of Homeless Children and Youth
In November	Review cash status and amend Cash Advance Request forms as necessary

DECEMBER

December 1	Districts and Special Education Cooperatives count number of students with disabilities for IDEA Part B Child Count
	Preliminary maintenance of effort (MOE) report is sent electronically to authorized representatives, district clerks and special education clerks
December 10	Cash advances requested for December are paid
	Special Education Child Count due to the OPI if submitted on paper forms

December 20	Last day for school districts and cooperatives to submit corrections to Trustees' Financial Summary (TFS) data to the OPI for maintenance of effort calculations. Data changes after this date will be made only through the hearings process
December 31	Carl Perkins Accountability Core Indicators 2-4 Follow-Up forms due to the OPI
In December	<p>"Withholding of Funds" notice mailed for projects ended September 30, but not closed</p> <p>Review cash status and amend Cash Advance Request forms as necessary</p>

JANUARY

January 5	Electronically submitted Special Education Child Count due to the OPI
January 10	Cash advances requested for January are paid
January 20	Career and Technical Education Enrollment Reports mailed to authorized representatives
January 31	ESEA Title VIII, Impact Aid applications due to U.S. Department of Education with copy to the OPI
In January	Review cash status and amend Cash Advance Request forms as necessary

FEBRUARY

February 10	<p>Cash advances requested for February are paid</p> <p>Career and Technical Education Enrollment Reports due to the OPI</p>
February 15	OPI transmits ESEA Title VIII, Impact Aid information to U.S. Department of Education
February 23	Special Education Child Count verification and signed assurance statements due to the OPI for paper filers only
In February	<p>Adult Basic and Literacy Education (ABLE) applications are mailed (two-year cycle - even numbered years, i.e., 2006)</p> <p>Review cash status and amend Cash Advance Request forms as necessary</p> <p>Gifted & Talented State Grant Program "Intent to Participate" mailed to authorized representatives</p>

Carl Perkins nontraditional and rural reserve Competitive Grant Applications are sent to secondary authorized representatives

MARCH

March 9	Gifted & Talented State Grant Program - “Intent to Participate” must be postmarked to the OPI
March 10	Cash advances requested for March are paid
March 30	A-133 audit reports due to the OPI from sub-grantees spending federal funds of more than \$500,000/year
In March	<p>Review cash status and amend Cash Advance Request forms as necessary</p> <p>Nonpublic school participation in federal program packets distributed to authorized representatives</p> <p>The OPI distributes indirect cost rate applications for ensuing year</p> <p>Gifted & Talented State Grant Program - application package and allocation amount mailed to authorized representatives</p>

APRIL

April 10	Cash advances requested for April are paid
April 15	Gifted & Talented State Grant Program application due to the OPI
In April	<p>Final maintenance of effort (MOE) report and application packet for IDEA Part B and preschool grants sent to authorized representatives of districts and cooperatives</p> <p>ESEA Consolidated Application made available to authorized representatives on the OPI Web site</p> <p>Review cash status and amend Cash Advance Request forms as necessary</p> <p>Carl Perkins nontraditional and rural reserve competitive grant applications are due to the Office of the Commissioner of Higher Education (OCHE)</p> <p>Carl Perkins/State Career and Vocational/Technical Education teleconference</p>

State Career and Vocational/Technical Education applications mailed to authorized representatives

Video streaming of technical assistance for completing ESEA Consolidated Application available on the OPI Web site

Federal Carl Perkins local applications sent to authorized representatives

Adult Basic and Literacy Education (ABLE) applications are due to the OPI

April 30 Nonpublic school participation in federal programs information completed by authorized representatives and returned to the OPI

MAY

May 10 Cash advances requested for May are paid

May 26 State Career and Vocational/Technical Education applications due to the OPI

Federal Carl Perkins Local Applications and Core Indicator 1 forms due to the OPI

May 30 ESEA Federal Programs Annual Consolidated Application must be submitted to the OPI:

Titles I, Part A, Basic Programs

Title II, Part A, Teacher and Principal Training and Recruiting Fund

Title II, Part D, Education Technology

Title IV, Part A, Safe and Drug Free Schools

Title V, Part A, Innovative Programs

Title VI, Part B, Subpart 2, Rural Low Income Schools

Comprehensive School Reform (CSR) Program Interim Evaluation Report due to the OPI

May 31 Indirect Cost Rate applications for ensuing year due to the OPI
Applying later will delay the “effective” date for using the rate

In May Review cash status and amend Cash Advance Request forms as necessary

Gifted & Talented State Grant Program - Approval letter mailed to authorized representatives of grant recipients

Adult Basic and Literacy Education (ABLE) approval letter mailed to authorized representatives (two-year cycle, even numbered years)

JUNE

June 1	Last day to request budget modifications/extensions for projects due to end June 30
June 10	Cash advances requested for June are paid
June 30	Last day to obligate funds for projects ending June 30 Suspension/Expulsion log due to the OPI
In June	IDEA Part B and Preschool Entitlement Grant Applications due to the OPI Review cash status and amend Cash Advance Request forms as necessary Audit reports due to OPI from sub-grantees spending federal funds of less than \$500,000/year

Note: Deadlines for state aid programs, including direct state aid, guaranteed tax base subsidies, transportation aid and state special education allowable cost funding are listed in Topic 2 of the Montana School Accounting Manual. See the school district superintendent or clerk for a copy.
<http://www.opi.state.mt.us/schoolfinance/SAM.html>

OVERVIEW OF STATE AND FEDERAL GRANT PROGRAMS

The following state and federal grant programs are administered by the Office of Public Instruction:

STATE PROGRAM DESCRIPTIONS

ADULT BASIC EDUCATION

Legal Reference: 20-7-701, 20-7-702, 20-7-711, 20-7-712, 20-7-714, MCA

The funds provided by the state of Montana are combined with the federal adult basic education funds to provide adult basic education services throughout Montana. The state funds are used to help maintain Montana's obligation for match and maintenance of effort requirements to receive federal funds.

In addition to state-provided funds, provision is made for local public school and community college districts and counties to levy funds to provide for adult basic education and literacy services. These funds also provide an important portion of the match and maintenance of effort requirements for local programs in Montana to receive federal adult basic education funding.

Refer to the FEDERAL ADULT EDUCATION BASIC GRANT PROGRAM below for further information.

GIFTED AND TALENTED STATE GRANT PROGRAM

Legal Reference: 20-7-903, MCA

The Gifted and Talented state grant program provides grant funds for supplemental financial assistance to school districts to strengthen the quality of programs for gifted and talented students. Approximately 100 programs are funded annually, based upon an application and comprehensive plan, with approval based on the recommendations of a peer review panel. Grants are awarded according to a formula by which applicants with a student population of over 2,300 are awarded twice the funding of districts whose student population is under 2,300.

INDIAN EDUCATION FOR ALL

Legal Reference: 20-1-501, MCA

Indian Education for All Montanans encourages every Montanan to learn about the distinct and unique heritage of American Indians in a culturally responsive manner in cooperation with Montana tribes. Funding provides up to 50 grants to school districts to demonstrate best practices for replication.

SERVICES FOR SIGNIFICANT NEEDS STUDENTS

Authority: HB2, Appropriation Language

These are state funds which, when available, are announced and provided to school districts on a

priority basis to assist with the costs of students with significant behavioral or physical needs served by public schools. Students eligible to be served with these funds include all of the following: students with significant behavioral or physical needs, conduct disorder students, juvenile sex offenders, students identified as emotionally disturbed (ED) under special education or as severely emotionally disturbed (SED) under the Montana Mental Health Access Plan. To be considered treatment services, the funds must be used for meeting a student's mobility or physical/health care needs and/or treating, managing and/or directing student behavior during the course of the school day. Examples of day treatment services include: nursing services, therapy (group, family, individual), cost of instruction for teacher and paraprofessional time assigned to serving children in therapeutic group home settings and alternate education sites, provision of behavior management specialist services and enhanced supervision, including probation and contracted mental health services.

Announcements regarding the availability of such funds are made through the Division of Special Education.

STATE CAREER AND VOCATIONAL/TECHNICAL EDUCATION FUNDS

Legal Reference: 20-7-301, 20-7-302.1, 20-7-303, 20-7-305, 20-7-306, MCA

Program provides funding to assist high schools in paying the additional costs of approved career and technical education programs. Career and technical education programs eligible for state vocational funding include: agriculture education; health occupations education; business education; family and consumer sciences education; industrial/technology education; and marketing education. Programs must be taught by instructors endorsed in the respective curricular area.

FEDERAL PROGRAM DESCRIPTIONS

ADULT EDUCATION—BASIC GRANTS TO STATES CFDA #84.002

Authority: Adult Education and Family Literacy Act of 1998, Section 211(b).

Regulations: EDGAR

Provides grants to states to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy and civics education programs. Participation in these programs is primarily adults and out-of-school youths at least 16 year of age.

GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP) CFDA #84.334

Authority: The Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 2 as amended

Regulation: 34 CFR 694

Encourages disadvantaged young people to pursue high goals, remain in school, and complete coursework suitable for college acceptance. The program administers early college preparation and awareness activities to provide Montana students with comprehensive mentoring, counseling, out-

reach, and other supportive services. The GEAR UP Program also operates a financial assistance program that awards scholarships to students participating in Montana higher education. The program consists of approximately 20 staff, more than 20 cooperating campuses, and approximately 30 eligible school districts. The Office of the Commissioner of Higher Education (OCHE) is the fiscal agent for GEAR UP in Montana.

TITLE PROGRAMS

ESEA TITLE I, PART A, IMPROVING BASIC PROGRAMS CFDA #84.010A

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part A, Sections 1111-1127

Regulations: EDGAR

Provides financial assistance through state education agencies (SEAs) to local education agencies (LEAs) to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging State academic standards.

ESEA TITLE I, PART A, IMPROVEMENT GRANTS CFDA #84.010A

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part A, Sections 1111-1127

Regulations: EDGAR

Provides supplemental resources to LEAs to carry out their school improvement and corrective action responsibilities under section 1116(c) of Title I.

ESEA TITLE I, PART B, SUBPART 1, READING FIRST CFDA #84.357

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part B, Sections 1201-1208

Regulations: EDGAR

Provides assistance through state education agencies (SEAs) to local education agencies (LEAs) in establishing reading programs for students in kindergarten through grade 3 that are based on scientifically based reading research, to ensure that every student can read at grade level or above not later than the end of grade 3.

ESEA TITLE I, PART B, SUBPART 3, WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS CFDA #84.213

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part B, Sections 1231-1232

Regulations: EDGAR

Improves the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education and parenting education into a unified family literacy program.

ESEA TITLE I, PART C, MIGRANT EDUCATION CFDA #84.011A

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part C, Sections 1301-1309

Regulations: EDGAR

Provides financial assistance to the state education agencies (SEAs) to support high-quality and comprehensive educational programs for children of migratory workers to help reduce the educational disruptions and other problems that result from repeated moves.

ESEA TITLE I, PART D, EDUCATION OF NEGLECTED AND DELINQUENT AND AT-RISK YOUTH CFDA #84.013A

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part D, Sections 1411-1420

Regulations: EDGAR

Extends services and learning time in state institutions and community day programs. Encourages smooth transitions to continue schooling or enter the job market. Supports collaboration with local correctional facilities.

ESEA TITLE I, PART F, COMPREHENSIVE SCHOOL REFORM CFDA #84.332A

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part F, Sections 1601-1608

Regulations: EDGAR

Provides formula grants to state education agencies (SEAs) to award competitive grants to local education agencies (LEAs) on behalf of schools. Schools receive awards renewable for up to 2 additional years of not less than \$50,000 to adopt and implement comprehensive school reforms based on reliable research and effective practices so that all children can meet challenging State academic content and achievement standards. SEAs are required to give competitive preference to LEAs that plan to use the funds in schools identified as being in need of improvement or corrective action and demonstrate a commitment to help schools to implement and sustain reform.

ESEA TITLE I, PART G, ADVANCED PLACEMENT CFDA #84.330C

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part G, Sections 1701-1708

Regulations: EDGAR

Provides grants to eligible entities to support increased opportunities for teacher training and for on-line delivery of Advanced Placement teacher training and student Advanced Placement courses, especially in low-income areas, and in rural isolated areas of the state. The grant also provides a fee waiver for the Advanced Placement test for low-income students.

ESEA TITLE I, PART H, SCHOOL DROPOUT PREVENTION PROGRAM CFDA #84.360

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title I, Part H, Sections 1821-1830

Regulations: EDGAR

The purpose of this program is to support effective, sustainable and coordinated dropout prevention and reentry programs in high schools with annual dropout rates that exceed their state average dropout rate. Middle schools which have students who continue on to these high schools are also supported.

ESEA TITLE II, PART A, TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND CFDA #84.367A

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title II, Part A, Sections 2101-2123

Regulations: EDGAR

Provides grants through state education agencies (SEAs) to local education agencies (LEAs) to increase student academic achievement through teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and hold local educational agencies and schools accountable for improvements in student academic achievement.

ESEA TITLE II, PART B, MATHEMATICS AND SCIENCE PARTNERSHIPS CFDA #84.366

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title II, Part B, Sections 2201-2203

Regulations: EDGAR

Provides grants through state education agencies (SEAs) to improve the academic achievement of students in mathematics and science through projects that support partnerships of organizations representing preschool through higher education. The MSP program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between school districts, including high need districts, and the science, technology, engineering, and mathematics (STEM) and education faculties in institutions of higher education are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.

ESEA TITLE II, PART D, EDUCATIONAL TECHNOLOGY CFDA #84.318

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title II, Part D, Sections 2401-2416

Regulations: EDGAR

Provides grants to state education agencies (SEAs) to assist local education agencies (LEAs) for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.

ESEA TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT AND ACADEMIC ACHIEVEMENT ACT CFDA #84.365A

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title III, Part A, Sections 3111-3129

Regulations: EDGAR

Provides financial assistance to state and local agencies to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

ESEA TITLE IV, PART A, SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES CFDA #84.186A

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title IV, Part A, Sections 4001-4155

Regulations: EDGAR

Provides financial assistance to state and local education agencies or consortia of local education agencies to establish, operate and improve programs of violence and drug abuse prevention education. Funds are provided to local education agencies that apply and are awarded under formula grants.

ESEA TITLE IV, PART B, 21st CENTURY COMMUNITY LEARNING CENTERS CFDA #84.287C

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title IV, Part B, Section 4201-4206

Regulations: EDGAR

Provides financial assistance for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment during non-school hours (before school, after school, and summer hours). Services must reinforce and complement regular academic programs, and may also offer literacy and educational development to families. Award priority is given to applicants that serve students who attend Title I school wide schools or schools that serve a high percentage of students from low-income families. Priority is further given to applications submitted jointly by LEAs receiving funds under Title I, Part A and community-based entities.

ESEA TITLE V, PART A, INNOVATIVE PROGRAMS CFDA #84.298

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title V, Part A, Sections 5101-5146

Regulations: EDGAR

Provides funding to enable state educational agencies and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically

based research; to provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media material; to meet the educational needs of all students, including at risk-youth; and to develop and implement educational programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs.

ESEA TITLE V, PART D, SUBPART 3, PARTNERSHIPS IN CHARACTER EDUCATION
CFDA #84.215V

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title V, Part D, Section 5431

Regulations: EDGAR

Provides grants to eligible entities for the design and implementation of character education programs that are able to be integrated into classroom instruction and to be consistent with State academic content standards, and are able to be carried out in conjunction with other education reform efforts.

ESEA TITLE VI, PART A, SUBPART 2, TRANSFERABILITY

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title VI, Part A, Sections 6121-6123

Regulations: Guidance from USDE

Allows local educational agencies (LEAs) that have not been identified as in need of improvement or corrective action under Title I to transfer up to 50 percent of its formula allocation under Teacher and Principal Training and Recruiting Fund (Title II-A), Educational Technology (Title II-D), Safe and Drug-Free Schools and Communities (Title IV-A), or Innovative Programs (Title V-A) to supplement its allocation under any of the programs listed above. An LEA also may use the funds to supplement the Title I-A allocation.

An LEA identified as in need of improvement may transfer up to 30 percent of its allocation for the programs listed above only if it transfers the funds to: (1) supplement its school improvement allocation; or (2) carry out Title I improvement activities. An LEA identified as in need of corrective action may not transfer any funds.

ESEA TITLE VI, PART B, SUBPART 1, SMALL RURAL SCHOOLS (SRS) CFDA #84.358.A

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title VI, Part B, Sections 6211-6213

Regulations: Guidance from USDE and EDGAR

Allows eligible local educational agencies (LEAs) to use part or all of the funds awarded under Teacher and Principal Training and Recruiting Fund (Title II-A), Educational Technology (Title II-D), Safe and Drug-Free Schools and Communities (Title IV-A), or Innovative Programs (Title V-A) for activities under Improving Basic Programs (Title I-A), Teacher and Principal Training and Recruiting Fund (Title II-A), Educational Technology (Title II-D), English Language Acquisition

(Title III-A), Safe and Drug-Free Schools and Communities (Title IV-A), 21st Century Community Learning Centers (Title IV-B), or Innovative Programs (Title V-A).

Eligible LEAs may also receive additional funds directly from the U.S. Department of Education.

ESEA TITLE VI, PART B, SUBPART 2, RURAL LOW-INCOME SCHOOLS (RLI) CFDA #84.358.B

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title VI, Part B, Sections 6221-6224

Regulations: Guidance from USDE and EDGAR

Provides financial assistance by state educational agencies to local educational agencies for teacher recruitment and retention, teacher professional development, educational technology, including software and hardware, under Title II-D, parental involvement activities, activities authorized under the Safe and Drug Free Schools Program under Title IV-A, activities authorized under Title I-A and activities authorized under Title III.

ESEA TITLE X, PART C, EDUCATION OF HOMELESS CHILDREN AND YOUTH CFDA #84.196

Authority: Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L.107-110, Title X, Part C, Sections 1031-1034

Regulation: EDGAR

Provides activities and services to ensure that homeless children and youths enroll in, attend and achieve in school. Establishes a representation in each SEA for coordinating programs and to develop and carry out a state plan for education of homeless children and youths, implement programs to heighten awareness of school personnel regarding the problems of the homeless and to provide grants to LEAs.

SPECIAL EDUCATION PROGRAMS

INDIVIDUALS WITH DISABILITIES EDUCATION ACT, (IDEA) PART B CFDA #84.027

Authority: Education for All Disabled Children Act of 1975 as amended by the Individuals with Disabilities Education Improvement Act of 2004, P.L.108-446

Regulations: EDGAR and 34 CFR 300

Provides financial assistance to states and local education agencies to support special education and related services to students with disabilities.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) PRESCHOOL CFDA #84.173

Authority: Education for All Disabled Children Act of 1975 as amended by the Individuals with Disabilities Education Improvement Act of 2004, P.L.108-446

Regulations: EDGAR and 34 CFR 301

Provides financial assistance to states to assist them in providing special education and related services to disabled children aged three through five years, planning and developing a statewide

comprehensive delivery system for disabled children from birth through age five years and providing direct and support services to disabled children aged three through five years.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), STATE PROGRAM IMPROVEMENT GRANTS FOR CHILDREN WITH DISABILITIES CFDA #84.323A

Authority: P.L.105-107 Individuals with Disabilities Education Act, 20 USC 1451-1456

Regulation: EDGAR

To assist state education agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

OTHER PROGRAMS

LEARN AND SERVE HOMELAND SECURITY CFDA #94.004

Authority: National and Community Service Act of 1990, 42 U.S.C., 12501 et seq.

Regulations: EDGAR

Provides assistance through state education agencies (SEAs) to local education (LEAs) in partnership with at least one additional local public or private nonprofit organization to implement, replicate, or expand service-learning activities in making schools and local communities safer.

LEARN AND SERVE MONTANA CFDA #94.004

Authority: National and Community Service Trust Act of 1993

Regulations: Federal Register of March 23, 1994, CFR 2515 through 2519

Program encourages K-12 teachers and community-based agencies to create, develop and offer service-learning opportunities for school-age youth, educate teachers and incorporate service-learning opportunities into classrooms to enhance academic learning. Coordinates adult volunteers in schools, introduces students to a broad range of careers and encourages them to pursue further education and training.

TEAM NUTRITION PROGRAM CFDA #10.574

Authority: P.L.108-199, Consolidated Appropriations Act, 2004

Regulations: OMB Circulars No. A-87, A-102, and A-133; 41 CFR 1-15.2; and any USDA Regulations implementing OMB Circulars, such as 7 CFR 3015-3019, 3021, as amended

Provides grants to assist state agencies in achieving the team nutrition goal of improving children's lifelong eating and physical activity habits using the Dietary Guidelines for Americans and the Food Guide Pyramid.

VOCATIONAL EDUCATION-BASIC GRANTS TO STATES CFDA #84.048A

Authority: Carl D. Perkins Vocational and Technical Education Act of 1998, Title I.
Regulations: EDGAR

Provides states with support for vocational and technical education programs that improve the academic, vocational, and technical skills of students. It supports the developing, improving, and expanding use of technology in vocational and technical education. It also supports professional development programs and assists with the preparation for nontraditional training and employment as well as providing support for partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities. It serves individuals in state institutions as well as providing support for programs for special populations that lead to high skill, high wage careers.

PROJECT NUMBERS FOR OPI PROGRAMS

Each grant administered by the OPI uses a 15-digit identification number called a project number. The following table shows the project code structure assigned to each state and federal project:

Sample: XX - XXXX - XX - XX - XXXXX equals 5609653103XXXXX

56	=	County Identifier (i.e., Yellowstone County)
0965	=	Legal Entity (i.e., Billings Elementary)
31	=	Money Type (i.e., the type of grant, Title I)
03	=	State Fiscal Year (the fiscal year in which the project is awarded)
XXXXX	=	Up to 5 unique identifying numbers or letters used to identify a program

PROJECT NAME	PROJECT NUMBER (xx-xxx-Money Type-XX-XXXXX)	STATE OR FEDERAL
Adult Basic and Literacy Education (ABLE)	56	State/Federal
Carl Perkins (Vo-Ed)	82	Federal
ESEA Title I, Part A, Improving Basic Programs	31	Federal
ESEA Title I, Part A, Improvement Grants	37	Federal
ESEA Title I, Part B, Subpart 1, Reading First	35	Federal
ESEA Title I, Part B, Subpart 3, Even Start	38	Federal
ESEA Title I, Part C, Migrant Education	36	Federal
ESEA Title I, Part C Migrant Incentive Grant	43	Federal
ESEA Title I, Part D, Neglected, Delinquent, And At-Risk Youth	42	Federal
ESEA Title I, Part F, Comprehensive School Reform	63	Federal
ESEA Title I, Part G, Advanced Placement	40	Federal
ESEA Title I, Part H, School Dropout Prevention	44	Federal
ESEA Title II, Part A, Teacher and Principal Training and Recruiting Fund	14	Federal
ESEA Title II, Part B, Math Science Partnerships	15	Federal
ESEA Title II, Part D, Educational Technology	60	Federal
ESEA Title III, Part A, English Language Acquisition & Language Enhancement	41	Federal
ESEA Title IV, Part A, Safe and Drug-Free Schools and Communities	16	Federal
ESEA Title IV, Part B, 21st Century Community Learning Centers	17	Federal
ESEA Title V, Part A, Innovative Programs	39	Federal
ESEA Title V, Part D, Subpart 3, Character Education	61	Federal
ESEA Title VI, Part B, Subpart 2, Rural Low-Income Schools (RLI)	99	Federal
ESEA Title X, Part C, Education of Homeless Children and Youth	57	Federal
Gifted and Talented	13	State
IDEA Part B, Children With Disabilities	77	Federal
IDEA Preschool	79	Federal
IDEA State Program Improvement	78	Federal
Indian Education for All	46	State
Learn and Serve Homeland Security	52	Federal
Learn and Serve Montana	51	Federal
Services for Significant Needs Students (formerly Day Treatment)	76	State
Team Nutrition Training	21	Federal